

Indiana's 2011 Education Agenda: Putting Students First



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Under-prepared teachers from our preparation programs	75% non-waiver graduation rate	18,267 3 rd grade students did not pass the Math portion of 2010 ISTEP+	99% of teachers identified as effective by principals	
	20 schools could face state takeover in 2011			
Seniority-based compensation and HR practices	Teachers and principals not annually evaluated	Contracts that limit local authority	24,826 students trapped in chronically underperforming schools	
	Indiana's Education Challenges			10% passing AP exams
	Antiquated tenure system	15,181 3 rd grade students did not pass the E/LA portion of 2010 ISTEP+	Only 58 cents of every education dollar goes to Indiana classrooms	Persistent achievement gap
1 in 4 high school graduates requires remediation in college			System where special interest groups defend the status quo to protect adults	
			Culture of low expectations	

Three Pillars for Systemic Change

**Identify and Reward
Great Teachers
and Principals:**

**Give School Leaders
Flexibility to
Promote Excellence.**

**Real Accountability
and Flexibility:**

Empower School Leaders.

**Bring Success to
Failing Schools.**

**High Quality Options
for All Families:**

**Offer Equal Educational
Opportunities to
All Children.**

Give Parents a Voice.



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Progress So Far

Identify and Reward Great Teachers and Principals	Real Accountability and Flexibility	High Quality Options for All Families
<ol style="list-style-type: none"> 1. REPA <ul style="list-style-type: none"> - Eliminated costly renewal and certification requirements for teachers. - Shifted to building-focused professional development, beginning-teacher programs and renewal requirements - Gave school corps authority to hire the best leaders 2. Introduced Indiana's Growth Model 3. Supported efforts to recruit transformational leaders <ul style="list-style-type: none"> - Marian leadership academy - Woodrow Wilson 	<ol style="list-style-type: none"> 1. A-F letter grades for PL 221 categories 2. Identified and took initial intervention steps in persistently low-achieving schools 3. Definition of a textbook. 4. Early reading legislation 5. IGA closed loopholes allowing dangerous teachers to continue teaching despite criminal charges 6. Qualified Immunity for teachers who use reasonable discipline to maintain classroom order. 7. Course credit – proficiency vs. seat time 	<ol style="list-style-type: none"> 1. Scholarship tax credit 2. Piloted Virtual charters 3. Online AP 4. Transfer tuition 5. IGA commitment to no statewide caps on charter schools. 6. Supported local innovation <ul style="list-style-type: none"> - 1:1 laptop - New Tech

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Identify and Reward Great Teachers and Principals: Give School Leaders Flexibility to Promote Excellence.

- ❖ Offer local leaders freedom to make improvements necessary to bolster student achievement while holding them accountable for school performance.
- ❖ Promote excellence by identifying and rewarding great teachers and principals based on their performance rather than seniority or degrees held.
- ❖ Require fair, reliable, annual evaluations which differentiate great teachers and principals and offer support to those who need improvement.
- ❖ Include student achievement or growth data as a significant portion of teacher and principal evaluations.
- ❖ Allow local leaders to make HR decisions based on performance to support student learning.
- ❖ Tie tenure to effectiveness in the classroom rather than seniority.
- ❖ Focus collective bargaining agreements between school corporations and teachers' unions on salaries and wage-related benefits, including innovative ways to recognize performance through compensation.

Great Teachers Key to Student Success

- “Having a top-quartile teacher rather than a bottom quartile teacher four years in a row would be enough to close the black-white test score gap.” *Brookings Institute*
- “A good principal is a teacher force-multiplier: he or she inspires, motivates, and empowers dozens of teachers. (Conversely, a lousy principal can demoralize an entire faculty, even the high-performers.)”
“*Achieving Teacher and Principal Excellence*” – Andrew J. Rotherham
- **Teacher quality is the number one school-based factor in student achievement.** “*Teachers, Schools, and Academic Achievement*” – Steven G. Rivkin, Eric A. Hanushek, and John F. Kain
- **A teacher’s influence on student achievement scores is 20 times greater than any other variable—including class size and student poverty.** “*Case Study of a Paradigm Shift: The Value of Focusing on Instruction*” – Daniel Fallon



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Current Evaluation Practices

Although evaluations should account for teacher quality, too often they...

- Don't differentiate.
 - According to a 2009 IDOE survey, only 9% of Indiana school corporations use evaluation tools that can distinguish highly effective teachers from effective teachers.
- Don't recognize or reward excellence.
- Don't provide meaningful feedback to help teachers improve instructional practices.
 - The same survey tells us of those evaluated, 99% of teachers are rated effective.
- Don't support capacity and implementation.
- Don't use the data to inform decisions.
 - Less than 0.62% of permanent teachers are dismissed for performance annually.



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State and National Landscape

National	Indiana
<ul style="list-style-type: none">• 99% of teachers are rated effective in binary evaluation systems	<ul style="list-style-type: none">• 99% of teachers are rated effective in binary evaluation systems
<ul style="list-style-type: none">• 94% of teachers are rated effective or highly effective in multi-category systems	<ul style="list-style-type: none">• 99% of teachers are rated effective or highly effective in multi-category systems

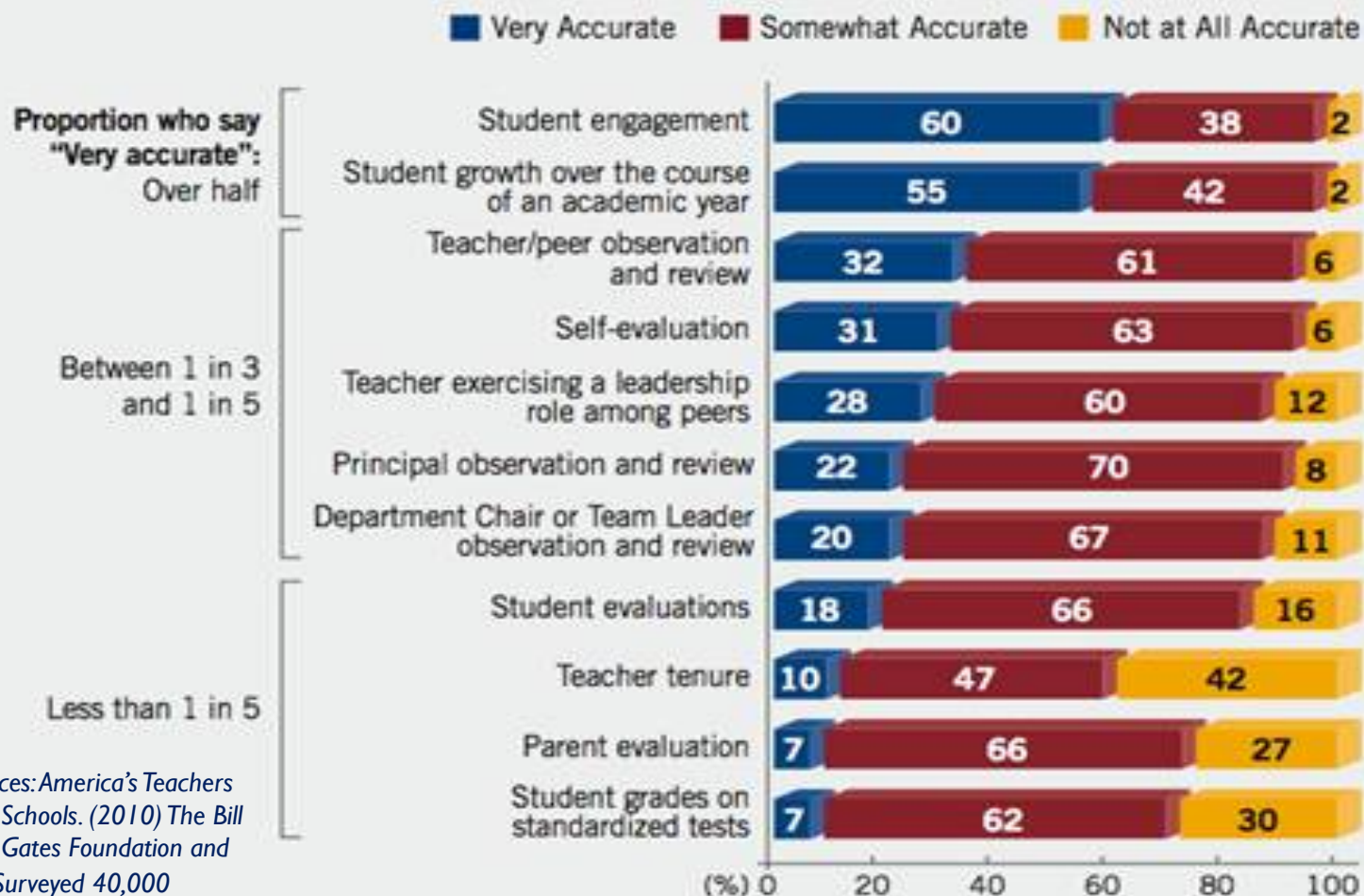
*National data from The New Teacher Project's *The Widget Effect*.

*State data from internal IDOE survey of Indiana schools.



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What teachers nationwide say is the most accurate way to measure performance



Primary Sources: America's Teachers on America's Schools. (2010) The Bill and Melinda Gates Foundation and Scholastic. (Surveyed 40,000 teachers nationwide.)

Q. How accurate do you think each of the following measures of teacher performance can be?

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Real Accountability and Flexibility: Empower School Leaders. Bring Success to Failing Schools.

- ❖ Hold all schools accountable for achieving results for students.
- ❖ Free school administrators from outdated statutes, regulations and contract restrictions. (Organ and blood donor instruction, linking school accreditation to 30 minutes of unscheduled time requirement, teachers' union bulletin board sizing and use, etc.)
- ❖ Allow time for chronically failing schools to improve, but expect results based upon rigorous annual performance goals.
- ❖ Free school leaders in our lowest-performing schools from restrictions that prevent schools from making staffing decisions in the best interest of students.
- ❖ Provide state all necessary tools to intervene when local leadership has failed to offer a quality education to children.
- ❖ Give local school communities the autonomy and freedom to sustain success post-intervention.
- ❖ Empower parents to act by creating "Parent Trigger."

24,826 Hoosier students are
trapped in chronically
underperforming schools.



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**High Quality Options for All Families:
Offer Equal Educational Opportunities to All Children.
Give Parents a Voice.**

- ❖ Give all students the opportunity to attend an excellent school.
- ❖ Ensure state education dollars follow the needs of students so parents can select the best possible educational options for their children.
- ❖ Allow students to graduate early and offer them a college scholarship equal to the amount the state would have spent on the last year of high school.
- ❖ Allow more charter authorizers and hold them all accountable for student performance.
- ❖ Help charters access safe and appropriate public facilities.
- ❖ Expand access to virtual charter schools to reach underserved students and fill gaps in the traditional system.
- ❖ Simplify and strengthen charter conversion process.



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Opportunity to Graduate High School Early

- When high school students were asked whether they would consider graduating from high school early if the state would provide a scholarship for college, 70% of Freshman and 73% of Seniors said YES.
- When asked if they could graduate early, but still participate in high school activities, the support jumped to 77% for both groups of students surveyed.

* Source: Learn More Indiana 2009-2010 College and Career Information Survey.



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